

DOCUMENT RESUME

ED 113 047

PS 008 109

AUTHOR Poe, Lillian F.; Taglauer, Alice
TITLE Toy Lending Library Training Model.
PUB DATE 75
NOTE 57p.; The appendixes have been filmed from best available copy

EDRS PRICE MF-\$0.76 HC-\$3.32 Plus Postage
DESCRIPTORS *Adults; Attitudes; Attitude Tests; *Child Care Centers; Educational Methods; Evaluation; Project Training Methods; *Special Libraries; *Toys; *Volunteer Training
IDENTIFIERS *Toy Lending Library

ABSTRACT

This study was generated to design, implement, and evaluate a model to train Junior Service League volunteers to operate a toy lending library for use with young children in local day care centers. Each volunteer attended six 3-hour training sessions organized on a performance-based format and taught by the authors. Pre- and posttesting was done on the volunteers' skill in introducing educational toys and the volunteers attitudes toward day care centers. The instruments used were Glen Nimnicht's Pre-Post Episode Instrument and the Semantic Differential on Attitude toward Child Care Centers, developed by one of the authors. The findings indicated that there was no significant pre-post difference on the Nimnicht instrument. The results of the semantic differential analysis showed only slight changes in 11 of the 18 concepts, negative changes in 5 of the concepts, and positive changes in only 2 concepts. Although the statistical data showed little significance, community reception and interest indicated that the study was valuable. (Author/JMB)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

TOY LENDING LIBRARY TRAINING MODEL

BY

Lillian F. Poe, M.A.

Florida Technological University

and

Alice Taglauer, M.A.

Rollins College / Community Coordinated Child Care

1975

00002

ED113047

PS008109

TABLE OF CONTENTS

	<u>PAGE</u>
ABSTRACT-----	i
TOY LENDING LIBRARY TRAINING MODEL-----	i
Purpose-----	i
Methods and Procedures-----	i
Findings-----	i
TOY LENDING LIBRARY TRAINING MODEL-----	1
INTRODUCTION-----	1
BACKGROUND AND SIGNIFICANCE-----	1
REVIEW OF LITERATURE-----	2
PROCEDURES-----	7
Training Program Design-----	8
First Session-----	8
Objectives-----	8
Activities-----	8
Evaluation Tasks for Trainees-----	9
Second Session-----	10
Objectives-----	10
Activities-----	10
Evaluation Tasks for Trainees-----	11
Third Session-----	12
Objective-----	12
Activities-----	12
Evaluation Tasks for Trainees-----	12
Fourth Session-----	14
Objective-----	14
Activities-----	14
Evaluation Tasks for Trainees-----	14

	<u>PAGE</u>
Fifth Session-----	15
Objective-----	15
Activities-----	15
Evaluation Tasks for Trainees-----	16
Sixth Session-----	17
Objective-----	17
Activities-----	17
Evaluation Tasks for Trainees-----	17
Collection of Data-----	19
Treatment of Data-----	19
Rationale-----	20
RESULTS-----	21
Nimnicht's Episode Instrument-----	21
Semantic Differential on Attitude Toward Child Care Centers-----	21
TABLE 1 - Nimnicht's Episode - Pre Test Scores-----	22
TABLE 2 - Nimnicht's Episode - Post Test Scores-----	23
TABLE 3 - Total Variance Subdivided Into Two Components-----	24
TABLE 4 - Compiled Data From Nimnicht's Episode-----	25
TABLE 5 - Semantic Differential On Attitude - Pre-Test Scores-----	27
TABLE 6 - Semantic Differential On Attitude - Post-Test Scores-----	29
TABLE 7 - Day Care Concept Attitudes - Computed Data-----	31
RECOMMENDATIONS-----	32
Alice Taglauer-----	32
Lillian F. Poe-----	32
FOOTNOTES-----	35
REFERENCES-----	37
SOURCES FOR FILM REFERENCES-----	38
APPENDICES-----	39

ABSTRACT

TOY LENDING LIBRARY TRAINING MODEL

PURPOSE

The study was generated to design and implement a model to train Junior Service League volunteers to operate a toy lending library for use with young children in local day care centers, and to measure certain aspects of such instruction.

METHODS AND PROCEDURES

1. Six three-hour training sessions organized in a performance-based format were developed and taught by the writers.
2. The skills of the involved personnel relative to their ability to talk to children while introducing educational toys, and their attitudes toward day care centers were measured by (a) Glen Nimnicht's Pre-Post Episode Instrument and (b) Semantic Differential on Attitude Toward Child Care Centers, developed by one of the writers.

Relative to the Nimnicht instrument, the following null hypothesis was tested for significance by using the F-ratio test: There is no significant difference between instrument scores before training and after training.

The semantic differential data were treated by calculating the mean, median, mode, and standard deviation which were analyzed for any significant changes between the pre and post-test values.

FINDINGS

The tabulation of the computed data on the Nimnicht instrument revealed that the null hypothesis could be accepted.

Analysis of the arithmetic means of the concepts in the semantic differential showed eleven of the concepts to have only a slight change; five concepts showed a negative change ranging from 6 per cent to 15 per cent and two registered a positive change, of seven per cent and 32 per cent. Twelve of the eighteen concepts showed a decrease in the standard deviation giving the indication that the spread between the scores in each of the twelve concepts tended to become closer together.

Although the statistical data showed little significance, community reception and interest have indicated that the study is a valuable and replicatable project.

TOY LENDING LIBRARY TRAINING MODEL

INTRODUCTION

The purpose of the practicum was to design and implement a model to train Junior League volunteers to operate a toy lending library for use with young children in local day care centers. The project involved an interface of Community Coordinated Child Care (4-C), Florida Technological University, Junior Service League of Orlando, Inc., and local child care centers in the Central Florida area. The writers, Alice Taglauer, Education Coordinator of 4-C, and Lillian Poe, Assistant Professor of Elementary Education, Florida Technological University, developed and taught the training sessions for the model, and are guiding the volunteers in their work at the various day care centers.

The volunteers were taught to select and evaluate educational toys which were categorized and packaged in Toy Caboodles - transportable kits - which they transported to day care centers. Also, they were given instructions in how to talk to the children, that is, how to introduce the toys through appropriate conversation. Then the volunteers made weekly visits to assigned centers and, after spending a morning guiding the children in the use of toys that teach, left a Caboodle in the center, checking it out to the director for a period of one or two weeks.

BACKGROUND AND SIGNIFICANCE

The writers consider development of the training model to be a significant subject for a Learning Theory practicum since it involved learning on the part of the adult volunteers and the children with whom they worked.

A further significance is the practicality of replication of the model which could lead to an up-grading of day care facilities in any area of the nation.

REVIEW OF LITERATURE

Current literature has been examined in three areas: first, that which cites the need for educational day care; second, that which relates to children's educational play, particularly through the use of manipulative objects; and third, that which describes Nimnicht's Parent/Child Toy Library.

A societal need for educational child care has been reported by Annie Butler who says:

Day care programs for children from low-income families represent a priceless opportunity to offer a child educational opportunities...All that we have now is but a beginning toward fulfillment of the vast need for quality day care services.¹

Projections (of employment) indicate that 5.3 million mothers aged 20 to 44 with children under age five will soon be in the labor force, representing a 43 percent increase between 1970 and 1980.²

Unfortunately, many parents do not recognize the importance of early childhood development and the fact that a good group experience is as important for the preschooler as for the older child. Still widespread is the idea that little children need only custodial care. A great deal of public education is needed to convince parents that early childhood is the most important developmental period in a child's life.³

Butler cites that despite the demand for day care, little planning has gone into the problem and many children currently in child care centers are not receiving intellectual stimulation.⁴ It is her opinion that, "Every child has a right to quality day care."

The 1970 White House Conference on Children, while deploring the fact that there is a paucity of child care services, commended recent local efforts which have been beneficial to thousands. It noted:

Psychologists, pediatricians, psychiatrists, educators,...and other investigators continue to document the critical significance of the first years of life. The central finding is that during the years when a child's body, intellect, and psyche are developing most rapidly his conditions of life will profoundly influence his latter... intelligence...⁶

Further, the Conference warned that:

Every moment of a child's life is learning--what he can and cannot do, what...his role in society will be. His best chances for a satisfying and constructive adulthood come from a satisfying and constructive childhood and infancy.⁷

The educational value of children's play was defended by N. V. Scarfe at an ACEI Study Conference:

A child's play is his way of exploring and experimenting while he builds up relations with the world and with himself... Play is a learning activity. It serves the function of a non-verbal mode of communication or a figurative language which satisfies a felt need of young children... Play is educative because while thus employed the child is self-directed, wholly involved and completely absorbed... It secures concentration for a great length of time. It develops initiative, imagination and intense interest. There is tremendous intellectual ferment, as well as complete emotional involvement. No other activity motivates repetition more thoroughly. No other activity improves personality so markedly. No other activity calls so fully on the resources of effort and energy which lie latent in the human being. Play is the most complete of all the educational processes for it influences the intellect, the emotions and body of the child. It is the only activity in which the whole educational process is fully consummated, when experience induces learning and learning produces wisdom and character.⁸

Erik Erikson quotes Dewey on children's play thus:

I propose the theory that the child's play is the infantile form of the human ability to deal with experience by creating model situations and to master reality by experiment and planning.⁹

The child can gradually develop a sense of paternal responsibility...in manipulating meaningful toys...¹⁰

Dewey is quoted by David Hawkins as saying:

Teaching is a process of maintaining an environment in which children's capacities for engagement with authentic subject matter are steadied, deepened and - by indirection - directed. ...They (Teachers) are designers of environments...¹¹

Rothwell, in "Perhaps We Were Wrong About Open Education After All", maintains that since it is through enrichment of experience that children learn, teachers must see their task as providing an enriching environment, and thus stimulating learning.¹²

Traditionally, kindergartens emphasized the role of play as an educational tool through which children learn and early childhood curricular activities were designed to support that philosophy. Spodek's Teaching in the Early Years describes the Forebelian kindergarten of the early nineteenth century, including its manipulative materials called the "Gifts":

The Gifts were a set of small manipulative materials to be used by children in prescribed ways. The first of these was a series of six yarn balls, each a different color. The single surface of the ball, a sphere, symbolized the unity and wholeness of the universe. The next set - a wooden sphere, a cylinder, and a cube - represented unity and diversity, as well as the mediation of opposites - the sphere and cube representing opposites, the cylinder representing a mediating shape. Other Gifts, including a cube broken up into smaller cubes, followed by square and triangular tablets, were presented to children in a

prescribed sequence. At each presentation, children were supposed to build specific forms, each one presenting some deeper meaning. Throughout the manipulations, little attention was paid to the physical properties of the objects, for sensation and perception of the real world were not considered important.¹³

In his discussion on the value of educational play, Spodek says that it should be satisfying to the child and that it "...has as its prime purpose the child's learning."¹⁴ The role of the teacher "...is in taking the natural spontaneous play of children and modifying it so that it has educational value..."¹⁵

Spodek reports that both Froebel and Montessori abstracted and systematized what they considered to be the essential elements in children's natural play; these elements then became a part of the instructional curriculum.¹⁶

The inclusion of manipulative play in most early childhood classrooms is recognized by Spodek:

...Manipulative play involves the child's handling of relatively small pieces of equipment such as puzzles, Cuisenaire rods, or peg sets. The manipulations are relatively self-contained; that is, there is no necessary interaction between the manipulating activity and other kinds of activities, nor is there a dramatic element to the play. The goals of manipulative play activities are achievable directly throughout the child's handling of the material. The use of Montessori apparatus provides a good example of educational manipulative play. A child may be given a series of wooden cylinders and a case into which they fit. By comparing cylinders and attempting to fit them in the case, the child begins to learn to make size comparisons and to seriate. Manipulative play activities generally have fairly narrowly defined goals.¹⁷

In contrast to this Montessorian approach to the use of manipulative play, B. F. Skinner states that problem solving is basic to creating new ideas:

We often manipulate materials in the world about us to generate 'new ideas' when no well-defined problem is present. A child of six, playing with a badminton bird and a white rubber ball, put the ball in the feathered end of the bird. This 'gave her an idea.' She began to lick the ball as if the whole assemblage were an ice cream cone and immediately spoke of it as such.¹⁸

A manipulative play center should be accessible and inviting. Spodek says that it is advisable to place on open shelves materials such as puzzles, parquetry blocks, pegboards, constructive materials, science materials, mathematics materials. Montessori materials and other educational, stimulating devices.¹⁹

"Manipulation of materials is crucial," says Jean Piaget²⁰:

In order to think, children in the concrete stage need to have objects in front of them that are easy to handle, or else be able to visualize objects that have been handled and that are easily imagined without any real effort.

Teachers should select materials that make the child become conscious of a problem and look for the solution himself...It's the materials he should learn from.²¹

Glen Nimnicht's successful approach to toys and materials is cited in the Early Childhood Information Unit Resource Manual and Program Descriptions:

Glen Nimnicht of the Far West Laboratory for Educational Research and Development, designed a learning environment that responds to the needs and interests of children. Activities in the Responsive Model are undertaken for their own rewards. Children are free to explore activities, work at their own pace, and make discoveries under the guidance of the teaching staff. In addition, children are informed immediately of the consequences of their actions. For example, toys and materials used in the model have self-correcting features so that the child will know immediately whether he is right or wrong.²²

The program has several parts: a pre-school component, a primary school component, a Parent/Child Toy Lending Library, and a day care component.²³

Far West Laboratory for Educational Research has published a guide to establishing a toy library based on the work of Nimnicht, who says in the foreward of The Parent/Child Toy Lending Library:

The Toy Library program actively involves parents in educational activities with their own three-to-five-year-old children. Both during and after a short eight-session training program, each parent is able to use a variety of toys and games at home to stimulate the growth of her preschool child's intellectual skills and enhance his self-concept.²⁴

The Parent/Child Toy Lending Library is an eight-week course for parents of preschool children. The course can be conducted in a variety of settings -- schools, business or industrial sites, community centers, day-care or home-care program, churches, public libraries, etc.²⁵

The training sessions in Nimnicht's program deal with learning to present the eight basic toys used in his library which include:

1. sound cans; 2. color lotto; 3. feely bag; 4. wooden table blocks;
5. stacking toy; 6. bead-o-graph; 7. number puzzle; 8. flannel board.

These toys and others can be borrowed by parents who have completed the course.²⁶

PROCEDURES

Six three-hour training sessions were developed and taught by the writers to eighteen Junior Service League volunteers. Following the training sessions, the volunteers made weekly visits to various day care centers, talking to children, and guiding the children in using toys as learning devices.

Training Program Design. The sessions were organized in a performance-based format, with each session containing related (a) objectives; (b) activities; and (c) evaluation tasks for the learners.

Descriptions of the training sessions are as follows:

First Session: THE VALUE OF TOYS AND MATERIALS IN THE EARLY CHILDHOOD CURRICULUM

Objectives: Trainees will select and evaluate toys and materials as learning tools.

Trainees will purchase appropriate materials for the toy library.

Activities:

1. Define and discuss the concept of a toy lending library.
2. Review various philosophical bases, for early childhood models: child-centered, programmed, custodial, cognitive.
3. Cite criteria on toy selection.
 - A. What is a toy and what are the qualifications of a good toy?
 - (1) a learning material which stimulates children to discover relationships and helps a child to understand certain aspects of the physical world.
 - (2) attractive, inviting, well constructed and durable, safe, non-toxic, challenging and fun.
 - (3) stimulates curiosity and imagination.
 - (4) lets child discover that which it was expected he would learn.
 - (5) self-correcting toys (go together in one way only) allow child to proceed at his own pace.
 - B. Why should a specific toy be used?
 - (1) It should be selected on the basis of the developmental level of the child.
 - C. When should certain toys be introduced?
 - (1) They should be introduced when they present some challenge since this gives motivation to move to the next higher functional level.²⁷
4. Cite criteria on learning environment as stated by Far West Laboratories.
 - (1) A child should be free to explore his toy in his own way without a teacher or parent showing him how to use it.
 - (2) Activities should be self-pacing; a child should be able to remain with a toy as long as he likes, and return to it at will.

- (3) The toy should provide feedback; it should tell a child that he is or is not successful.
 - (4) It should be so structured that a child can make a series of discoveries about himself and his world that are not left to chance.²⁸
5. Discuss Toy Selection Criteria developed by Far West Laboratory. (See Appendix A.)
 6. Review the format and philosophy of the Bank Street Model, a developmental-interaction early childhood program which emphasized the role of play and children's response to toys and materials in a prepared environment. (See Appendix B.)
 7. View the film, Primary Education in England, and discuss the types of materials which are used as learning tools.

Evaluation Tasks for Trainees:

1. Work with a partner to answer the following: (Activities 2, 6, 7)
 - A. Describe the approach prescribed by the Bank Street Model.
 - B. How do the developers regard play?
 - C. What is the role of the teacher?
 - D. Who are the other members of the team working in a Bank Street model?
2. Draw a rough sketch of a floor plan or room arrangement that lends itself to the Bank Street approach. Indicate locations of learning centers, basic furniture, and equipment. (Activities 2, 6, 7)
3. Go to the toy display shown here today, select an item, and be prepared to cite the following: (Activities 1, 3, 4, 5)
 - A. In which learning center might the toy be placed?
 - B. Utilizing the criteria which has been cited, evaluate the toy.
 - C. What discovery could a child make from this toy?
4. Cooking plays a major role in an activity-oriented curriculum. Therefore, with a partner, develop a simple recipe which could be used with day care children. List: ingredients, instructions, utensils, and three skills which the child might acquire. (Activities 3, 5, 6)
5. Select members of the group to make initial Junior League-sponsored purchases for the 4-C Toy Lending Library. (Activities 1, 3, 4, 5, 6, 7)

Second Session: OBSERVING THE BEHAVIOR OF YOUNG CHILDREN

Objectives: Trainees will gain skill in observing, talking to, and recording the behavior of young children.
Trainees will develop Caboodles of toys appropriate for use in a responsive day care environment.

Activities:

1. View the film, Learning, which presents an analysis of how children learn through association. Discuss.
2. Distribute "Hints for the Observation of Children" and review the main points. (See Appendix D.)
3. Distribute "What Can You Do With a Toy?" Have each trainee read the sheet and ask if there are any questions she would like to ask while in the large group. (See Appendix C.)
4. Present the model set of toys packaged by Far West Laboratories and acquaint the trainees with the purposes.

Far West Laboratory's Eight Basic Toys

<u>TOY</u>	<u>PURPOSE</u>
1. Sound Cans	To teach the child to identify sounds that are the same or not the same.
2. Color Lotto	To help the child learn to match a color from an example of that color. To help the child learn the names of colors.
3. Feely Bag	To help the child recognize shapes by sight. To help the child recognize shapes by feel.
4. Stacking Squares	To teach the <u>same size</u> and <u>not the same size</u> . To teach or strengthen the learning of <u>same color</u> and <u>not the same color</u> . To teach or strengthen the learning of the names <u>red</u> , <u>blue</u> , <u>green</u> and <u>yellow</u> . To help the child recognize a pattern in a group of objects (color or size) and eliminate those which do not belong in the group. To help the child see patterns and extend them.
5. Wooden Table Blocks	To help the child learn size relationships... tallest and shortest; taller and shorter; <u>the same size</u> . To help the child learn the idea of <u>equal to</u> by using ideas he already has used (<u>taller</u> , <u>shorter</u>).

- | | |
|-----------------------------------|--|
| 6. Number Puzzle | To help the child learn to match numerals with the number quantities that they represent; to teach the child to count in sequence. |
| 7. Color Blocks
(Bead-O-Graph) | To teach the child to learn words that tell where things are located; to help the child see patterns and learn to extend them; to help the child learn skills and to give him experience in extending a pattern. |
| 8. Flannel Board | To help the child learn <u>same</u> and <u>not the same</u> in regard to shape and size.
To help the child learn which colors are the <u>same</u> and which are <u>not the same</u> . ²⁹ |
5. Give each person a toy from the toy lending library and through discussion develop a concept of what one might say to a child in regard to a particular toy.
 6. Discuss the necessity for a team of volunteers to keep the library toys in good repair.
 7. Explain that the Caboodles of toys will be assembled by volunteers prior to the next training session.

EVALUATION TASKS FOR TRAINEES:

1. Review with a partner the main concepts in the film, Learning. How does society modify a child's behavior through association? (Activity 1)
2. Review "Hints for the Observation of Children" and write in your responses. (Activity 2)
3. Fill in the form, "What Can You Do With a Toy?" Ask the leader for help if you have questions. (Activity 3)
4. Handle the eight representative toys from Far West Laboratories and identify the purpose of each. (Activity 4)
5. With the same partner, and using the toy you selected earlier, role play. One of you will be the teacher talking to a child who is playing with the toy; the other will respond as the child. (Activity 5)
6. If you feel that you would like to be assigned to the team that keeps the toys in good repair, volunteer to do so. (Activities 6 & 7)

Third Session: FIELD TRIP TO LOCAL CHILD CARE CENTERS

Objective: Trainees will be familiar with the (a) physical environment, (b) daily routines, and (c) curriculum of several local day care centers.

Trainees will exhibit a positive, supportive attitude toward day care children.

Trainees will gain skill in talking and relating to individual young children.

Activities:

1. Review previous discussion on observing children.
2. View several filmstrips from the set, Growing is Learning, which discusses various learning centers and placement of materials in a child care center or kindergarten.
3. Discuss what to look for on field trip to prepare trainees to observe the children and the environments. Mention learning centers, presence of manipulative toys and equipment, types of toys for various age groups.
4. Present the newly assembled Caboodles of toys. Allow trainees to handle them. (See Appendix E.)
5. Acquaint trainees with (a) the check out system and (b) the system of cataloging toys in the lending library: floor toys, table toys, audio-visual equipment, puzzles, scientific toys and games. Draw attention to the color coding.
6. Review the following classifications of children to be found in the centers:
 - (a) baby - one who is horizontal
 - (b) creeper - one who can move on his own in an inclined plane
 - (c) toddler - one who is vertical, up on his feet
7. Distribute maps showing the locations of the four centers which the group will visit today. Describe each:
 - (a) church-operated center
 - (b) home-operated center
 - (c) school-type center with thematic environment
 - (d) large center with structured environment
8. Travel to centers.

EVALUATION TASKS FOR TRAINEES:

1. Orally describe what you would expect to see in a good physical day care environment. What would various children be doing? (Activities 2, 3, 7)

2. Select a toy from the lending library and check it out according to the system described in today's session. Check in the toy when you return from the field trip. (Activities 4, 5)
3. Put your toy in a container, and travel with the group to the various centers. Follow this routine: (Activities 1, 2, 3, 4, 6, 7)
 - (a) At the first center, observe the environment and talk to individual children.
 - (b) At the second center, attempt to contrast and compare the environment with that of the previous center. Observe one child for a period of five minutes.
 - (c) At the third center take note of the theme which is being emphasized. How does the environment reflect this theme?
 - (d) At the fourth center, introduce your toy to a child and let him respond to it.
4. Travel back to the Community Coordinated Child Care House (4-C), check in your toy, and contribute to the discussion in which trainees will evaluate the field trip. (Activity 5)

Fourth Session: ATTENDING A DAY CARE DIRECTOR'S MEETING

Objective: Trainees will meet with day care directors to communicate the volunteer service which the Junior League/4-C will provide.

Activities:

1. Announce an "ice-breaker" in which all participants wear one half of a puzzle-type name tag. Each director's tag will match that of a Junior League volunteer.
2. Introduce each Junior League volunteer to the group. Explain the concept of the 4-C Toy Lending Library and the scope of the program. Introduce the newly appointed Director of the library and explain her duties.
3. Have a group of guest teachers show how the autoharp can be used. Explain that eventually there will be an autoharp in each Caboodle of toys. Sing Hap Palmer's song, "What is Your Name?"
4. Ask directors to respond when volunteers approach them about visiting their centers.
5. Serve coffee and encourage all participants to mingle.

EVALUATION TASKS FOR TRAINEES:

1. Find the director whose puzzle name tag matches yours. Introduce yourself and have a conversation with her. (Activity 1)
2. Sit beside your director, and as you are introduced to the group, you in turn, are to introduce your director. (Activity 2)
3. Responding to the song being played on the autoharp, sing your director's name. (Activity 3)
4. Converse with your director, asking if your team can bring a Caboodle of toys to her day care center. If she agrees, go with her to the sign-up board and record the name of her day care center along with your name. (Activities 4, 5)

Fifth Session: GENERATING AN EFFECTIVE SCHEDULE FOR WEEKLY VISITS TO
LOCAL DAY CARE CENTERS

Objective: Trainees will develop an appropriate time sequence for introducing and utilizing the toy Caboodles they transport to local day care centers.

Activities:

1. Discuss the need for each volunteer to select the day of the week on which she will make her weekly visit. Such visits will be limited to 2½ hours per week, with the time beginning at 9:15 when she reaches the 4-C House to pick up the Caboodles, and ending at 11:45 when she shall have reported back to the 4-C House with her evaluation form and the teaching Caboodle. (See Appendix F - Evaluation Sheet)
2. View the film, Growing, Learning and Growing which explains how toys might be used in learning episodes.
3. Discuss the purpose for developing an effective schedule to be followed during each of the weekly visits. Include the following topics:

transitioning children from one activity to another;
placement of children and toys; use of filmstrip and records with young children
4. Discuss 4-C policy with regard to use of the Caboodles.
 - (a) Volunteers will work in teams of four.
 - (b) Volunteers will visit a different day care center each week.
 - (c) Two Caboodles will be taken to the assigned day care center each week.
 - (d) One Caboodle is the training Caboodle which is returned to the 4-C House after every visit. It will be maintained in excellent condition by volunteers.
 - (e) The second Caboodle, known as the service Caboodle, will be left at the day care center for one week, after which the director of the center is responsible for returning it to the 4-C House.
 - (f) Inside the lid of the training Caboodle; (a) there is pasted a content sheet listing each toy, its classification, and instructions detailing the proper order for removing and re-packing the toys (b) there is an evaluation sheet to be completed by the volunteer and returned to the 4-C House at the end of each weekly visit.
 - (g) Upon arriving at the day care center, volunteers will carry in the teaching Caboodle. This Caboodle will be taken back to the station wagon at the end of the session, at which time the volunteers will carry in the service Caboodle which will be left at the center for one week. In order to avoid a mix-up between the teaching and service Caboodles, at no time should they be in the day care center simultaneously.
 - (h) Volunteers should complete the required evaluation sheet as they

return to the car, before leaving the day care area. The forms will then be left at the 4-C House as the Caboodle is returned.

5. Cite several possible time sequences which would comprise an effective schedule for weekly visits.

EVALUATION TASKS FOR TRAINEES:

1. Sign-up for the day on which you will visit a day care center each week.
2. Find three other persons who selected the same day and form a team. Decide who will (a) drive her car to the center each week (station wagon preferred), (b) carry in and out the Caboodles, (c) introduce the group to the children (d) pack and un-pack the Caboodles (e) set up the room. (Activities 1, 4)
3. Obtain a toy from the library and role-play with a partner a learning episode similar to those seen in the film shown today. (Activity 2)
4. Practice using the record player and filmstrip machine which will be in the Caboodles. Select the particular record or filmstrip your team will use for the next few weeks. Practice any songs or stories you will use. (Activity 3)
5. Vote for the time sequence which you think would be the most effective schedule for weekly visits to the day care centers. (Activities 4, 5)

Sixth Session: DRY RUN REHEARSAL FOR WEEKLY VISITS TO LOCAL CHILD CARE CENTERS

Objective: Trainees will effectively utilize selected toys with young children in local day care centers.

Activities:

1. Have a discussion period led by the instructor and the chairman of the volunteer group. Attempt to solve anticipated problems and answer any questions which the volunteers might pose.
2. View additional filmstrips from the set, Growing is Learning, which discusses various learning centers one might find in a kindergarten room.
3. Place the selected schedule for weekly visits to the day care centers on the chalkboard and review it with the volunteers.

EVALUATION TASKS FOR TRAINEES:

1. Ask any pertinent question which you have concerning material covered in the filmstrips or the selected schedule on the chalkboard. (Activities 1, 2)
2. Assemble your team and review each person's assignments. (Activity 3)
3. Each team get into your car, drive around the block, and then conduct a dry run rehearsal according to the below sequence. This can be done through role-playing, pretending children are present. (Activity 3)

9:15 - Arrive at 4-C House. Assigned members go upstairs to Toy Library and check out two Caboodles. Carry Caboodles to your car and load them on.

9:30 - Drive to the day care center.

9:45 - Arrive at the center.

9:55 - Gather the children into a group at a designated area. Introduce the volunteers through songs, rhymes, stories. Assigned volunteers set up the room, placing toys on tables or rugs.

10:10 - Take children on a walk around the room to see the toys, after which each child chooses the toy that he will begin to play with.

Alert each child to the fact that he is expected to leave each toy he plays with as he has found it. If he needs help in reassembling a toy, he is to ask a volunteer for help.

- 10:15 - Let children begin playing with toys. Volunteers assist children in particular area of room to which each has been assigned.
- 10:45 - Give children a two-minute warning to reassemble toys. Bring children to a designated area for a filmstrip on a particular theme or concept as a culminating activity. Assigned volunteers pack the training Caboodle. Explain that one of the Caboodles will be left for one week.
- 11:00 - Carry training Caboodle to car. Bring in service Caboodle.
- 11:15 - Complete the evaluation forms while sitting in your car.
- 11:30 - Return to the 4-C House to turn in the evaluation forms and the training Caboodle. Discuss pertinent problems.

Collection of data. In order to assess the skills of the involved personnel relative to their ability to talk to children while introducing educational toys, and their attitudes toward day care centers, the following two instruments were administered to each volunteer at the beginning of the first session:

(1) Glen Nimnicht's (G-2) Workshop Pre-Post Episode Instrument (which deals with how adults should talk to children as they are playing with educational toys). (See Appendix G.)

(2) Semantic Differential on Attitude Toward Child Care Centers (developed by one of the writers). (See Appendix H.)

After completing the training sessions and gaining several weeks' exposure to a cross-section of day care centers, the volunteers were again presented with the testing instruments and asked to give honest thought to their responses to the questions.

Treatment of data.

(1) Nimnicht's Episode Instrument:

The data were analyzed by calculating the mode, median, arithmetic mean, and standard deviation. The null hypothesis (below) was tested for significance by using the F-ratio test, which is the ratio of the variance among means to the variance within groups.

To test for the significance between pre and post-tests, the following hypotheses were stated:

Null hypothesis: There is no significant difference between instrument scores before training and after training.

Alternate hypothesis: There is a significant difference between instrument scores before training and those after training.

Answers to the questions in the instrument were weighted with numerical values (see Appendix G) relative to the degree of the most positive response -- the one which delegated responsibility to the child, since the premise of the writers was that children should, where possible, make their own discoveries. (Nimnicht did not indicate on his instrument which responses he valued or held correct.)

(2) Semantic Differential on Attitude:

The data were analyzed by calculating the mode, median, arithmetic mean, and standard deviation. These were then analyzed for any significant changes between the pre and post-test values.

The analysis of these data is a comparison between the pre and post scoring indicating any change in the individual concepts.

Concepts were scored on a basis of 7 as the most desirable in a graduated scale and 1 as the least desirable.

Rationale. The major purpose of the practicum was to discover through an objective means whether the training course and the exposure to the day care centers is an effective method of introducing volunteers to the teaching of young children through the use of educational toys and manipulative games.

In order to achieve this purpose, instruments that could be compared through objective interpretation were selected. Nimnicht's instrument, although designed for use with mothers of children in a low socioeconomic status, was used because of its direct application to the use of educational toys, and because as far as the writers can determine, it is the only instrument of this type available.

In addition, it was essential that the instruments be concise because the Junior Service League volunteers were not eager to be "tested".

RESULTS

Nimnicht's Episode Instrument. Table 1, page 22, depicts the data obtained from the pre-test of Nimnicht's instrument, a multiple choice questionnaire relating to dealing verbally with children. The vertical column headings show a sample of the volunteers' numbers randomly assigned. Horizontal rows are the question numbers of the instrument. The sums of each volunteer's total score are tabulated at the bottom.

Table 2, page 23, presents those scores obtained after the training sessions. Tables 3, page 24, and 4, page 25, present a tabulation of the computed data.

The tabulation of the computed data reveals that the calculated F ratio is less than the critical value of F obtained from the F distribution tables. This comparison is based on a .05 level of significance. Since the calculated value of F is less than the critical value of F, the null hypothesis is accepted and the alternate hypothesis is rejected.

Semantic Differential on Attitude Toward Child Care Centers. Tables 5, 6, and 7, on pages 27, 29 and 31, respectively, depict the data obtained from the semantic differential. The vertical column headings are the sample volunteers' numbers assigned randomly. Horizontal rows are the concept numbers of the instrument. The scores of each volunteer for every concept have been tabulated with each concept's total score computed at the far right. Table 5, page 26, shows the scores obtained when the instrument was administered before the training sessions, while Table 6, page 29, shows those scores obtained after the training sessions. Table 7, page 31, presents a tabulation of the computed data, with concept numbers and descriptions stipulated on the left side.

An analysis of the arithmetic means of the eighteen concepts

Table 1

Nimmicht's EPISODE - PRE TEST SCORES

Question	Volunteers													Question	
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	Total	Average
1	5	3	3	3	5	5	5	3	5	3	1	3	1	45	3.5
2	5	5	3	5	5	5	3	5	5	5	5	5	5	61	4.7
3	5	3	5	3	5	3	3	1	5	5	1	5	5	49	3.8
4	1	1	3	3	1	5	5	1	1	1	3	5	5	35	2.7
5	5	1	5	5	3	5	5	5	5	5	5	5	5	59	4.5
6	5	5	3	3	5	5	1	5	5	5	5	3	3	53	4.1
7	3	1	3	3	3	3	5	3	5	3	3	3	3	41	3.2
8	3	5	3	5	1	3	5	3	3	5	5	5	5	51	3.9
9	3	5	3	3	3	3	3	3	5	5	3	5	5	49	3.8
TOTAL	35	29	31	33	31	37	35	29	39	37	31	39	37	443	34.2

00028

Table 2

Nimmicht's EPISODE - POST TEST SCORES

Question	Volunteers													Question	
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	Total	Average
1	5	1	3	5	3	3	3	1	1	3	3	3	3	37	2.8
2	5	5	5	5	3	5	3	3	5	5	5	5	5	59	4.5
3	5	3	3	5	1	3	5	3	3	3	3	3	5	45	3.5
4	3	5	5	3	5	5	1	1	3	5	5	5	3	49	3.8
5	5	3	5	5	3	3	5	5	5	5	5	5	5	59	4.5
6	5	5	5	5	5	5	5	5	5	3	5	3	5	61	4.7
7	3	1	3	3	3	3	3	3	3	3	3	5	3	39	3.0
8	1	5	5	1	5	3	5	5	5	3	5	5	5	51	3.9
9	5	3	5	5	3	3	5	5	3	5	3	3	5	53	4.1
TOTAL	37	31	39	37	31	33	35	31	33	35	37	37	37	453	34.8

Table 3

TOTAL VARIANCE SUBDIVIDED INTO
TWO COMPONENTS

Components	df	Sum of Squares	Variance
between sets	1	2.34	2.34
within sets	24	124.42	5.18
TOTAL	25	126.76	

Table 4

COMPILED DATA FROM

NIMNIGHT'S EPISODE

MODE	MEDIAN		ARITHMETIC MEAN $\bar{x}$		STANDARD DEVIATION σ		CRITICAL F RATIO	COMPUTED F RATIO
	pre	post	pre	post	pre	post		
31-35-37	37	35	34.2	34.8	3.48	2.66	4.26	0.451

00031

shows eleven of the concepts to have only a very slight change. Five concepts showed a negative change ranging from 6 to 15%, while two concepts showed a positive change of 7% and 32%. The "quiet-noisy" concept showed the greatest change in attitude. Refer to Table 7 for additional percentage changes.

Twelve of the eighteen concepts showed a decrease in the standard deviation giving the indication that the spread between the scores in each of the twelve concepts tended to become closer together. This seems to indicate that the volunteers' concepts were tending to become more uniform or more alike.

As the data is interpreted to represent the feelings of the volunteers, it can be shown that they feel that day care centers are somewhat more depressing, dangerous, worthless, smelly, smaller, quieter, and more reasonable (cost-wise) than previously believed.

Table 5

SEMANTIC DIFFERENTIAL ON ATTITUDE - PRE-TEST SCORES

VOLUNTEERS																		CATEGORY	
CONCEPT	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	TOTAL	AVERAGE
1	4	6	7	7	7	7	4	5	7	7	6	6	5	6	4	4	4	96	5.6
2	4	6	4	6	6	6	5	5	7	7	4	6	4	7	3	4	5	89	5.2
3	4	5	4	7	5	6	5	4	7	6	3	5	3	5	4	2	2	77	4.5
4	4	5	5	7	6	7	6	6	7	7	4	4	5	5	5	5	6	94	5.5
5	5	6	6	6	5	6	6	6	7	7	5	6	4	6	5	5	6	97	5.7
6	4	5	4	4	4	6	5	5	7	7	4	6	4	6	4	4	5	84	4.9
7	6	7	6	6	5	6	5	6	7	5	6	5	4	5	3	7	6	95	5.6
8	3	5	1	5	1	4	2	4	5	5	3	4	3	4	5	4	2	60	3.5
9	3	4	4	7	4	6	4	5	7	7	3	5	3	4	4	6	4	80	4.7
10	7	6	7	7	7	7	7	7	7	7	7	6	6	6	7	6	6	113	6.6
11	5	4	4	5	6	6	3	4	5	7	1	4	3	5	5	4	4	75	4.4
12	3	6	6	4	4	4	5	5	5	5	6	4	3	4	5	5	3	77	4.5
13	3	2	1	1	2	1	1	2	4	3	2	2	2	2	2	3	2	35	2.1
14	4	2	4	4	7	5	3	3	3	6	2	4	3	5	2	3	3	63	3.7
15	7	6	7	7	7	7	7	7	6	7	6	7	5	7	7	7	7	114	6.7
16	5	6	6	7	6	7	3	6	7	5	6	5	5	7	2	7	6	96	5.6

17	2	6	4	3	2	6	4	7	3	7	6	4	2	7	4	6	79	4.6
18	5	4	4	7	7	6	5	4	5	7	3	5	2	5	1	5	79	4.6

INDIV.
TOTALS

78	91	84	100	91	103	80	91	106	112	77	88	66	96	72	87	81	1503	88.4
----	----	----	-----	----	-----	----	----	-----	-----	----	----	----	----	----	----	----	------	------

00034

Table 6

SEMANTIC DIFFERENTIAL ON ATTITUDE - POST-TEST SCORES

CONCEPT	VOLUNTEERS																	CATEGORY	
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	TOTAL	AVERAGE
1	7	4	4	6	7	5	6	5	6	7	6	7	6	3	5	5	6	95	5.6
2	6	4	6	2	6	6	6	5	6	6	6	7	6	4	4	5	6	91	5.3
3	4	3	4	3	5	5	6	5	5	6	4	2	5	7	4	5	6	79	4.6
4	6	5	4	6	6	5	5	5	5	5	6	7	5	6	3	5	4	88	5.2
5	6	5	6	6	5	6	6	7	5	7	6	7	6	2	4	5	6	95	5.6
6	4	3	4	2	5	4	5	5	6	6	5	4	5	4	4	5	5	76	4.5
7	2	4	3	4	4	3	5	5	6	6	3	7	6	4	7	6	6	81	4.8
8	2	4	2	2	4	3	2	3	5	3	4	3	4	5	4	5	6	60	3.5
9	4	4	4	4	3	2	6	5	6	3	4	5	5	4	4	5	6	74	4.4
10	7	4	6	7	7	6	7	7	6	6	5	6	6	4	6	5	6	101	5.9
11	4	3	4	1	4	5	5	4	5	5	4	5	5	2	3	3	4	66	3.9
12	1	3	3	3	3	5	4	2	5	4	2	2	4	4	4	5	4	58	3.4
13	2	2	4	5	4	3	3	4	5	3	6	4	4	4	5	5	2	65	4.0
14	3	4	4	3	4	3	3	3	6	4	3	3	3	4	2	4	5	61	3.6
15	7	5	6	7	7	7	7	7	5	5	7	5	7	4	7	6	7	106	6.4
16	5	4	6	6	5	5	6	6	6	6	7	7	5	2	7	5	4	92	5.4

17	4	4	4	4	4	5	6	6	7	6	5	5	5	4	5	6	4	86	5.1
18	6	1	5	4	5	3	5	3	5	6	4	7	5	1	4	5	4	73	4.3

INDIV.

TOTALS	80	66	79	75	89	81	93	88	99	94	87	93	92	68	82	90	91	1447	85.5
--------	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	------	------

00036

Table 7

DAY CARE CONCEPT ATTITUDES

COMPUTED DATA

CONCEPT NO.	CONCEPT DESCRIPTION	MODE		MEDIAN		ARITH. MEAN		STD. DEVIATION		PERCENT CHANGE
		pre	post	pre	post	pre	post	pre	post	
Scored 7 thru 1										
1	good - bad	7	6	6	6	5.6	5.6	1.24	1.11	6% negative 11% negative
2	happy - unhappy	6	6	5	6	5.2	5.3	1.22	1.12	
3	bright - dingy	5	5	5	5	4.5	4.6	1.69	1.24	10% negative 7% negative 15% negative 32% positive
4	relaxed - tense	5	5	5	5	5.5	5.2	1.03	0.92	
5	friendly - unfriendly	6	6	6	6	5.7	5.6	0.75	1.19	
6	cheerful - depressing	4	5	5	5	4.9	4.5	1.08	0.98	7% positive
7	safe - dangerous	6	6	6	5	5.6	4.8	1.03	1.48	
8	roomy - crowded	4-5	4	4	4	3.5	3.5	1.33	1.24	10% negative 7% negative 15% negative 32% positive
9	clean - dirty	4	4	4	4	4.7	4.4	1.36	1.08	
10	valuable - worthless	7	6	7	6	6.6	5.9	.47	0.94	7% positive
11	fragrant - smelly	4	4-5	4	4	4.4	3.9	1.33	1.13	
12	large - small	5	4	5	4	4.5	3.4	.98	1.14	7% positive
13	quiet - noisy	2	4	2	4	2.1	4.0	.80	1.16	
14	privileged - deprived	3	3	3	3	3.7	3.6	1.36	0.90	
15	necessary - superfluous	7	7	7	7	6.7	6.4	.57	1.01	7% positive
16	supervised - uncontrolled	6	6	6	6	5.6	5.4	1.37	1.24	
17	reasonable - costly	6	4	4	5	4.6	5.1	1.78	0.82	
18	educational - custodial	5	5	5	5	4.6	4.3	1.60	1.56	

00037

RECOMMENDATIONS

Alice Taglauer. Based on the statistics of this practicum, it is recommended that the following changes be made in the next training session where this model is used:

1. An attitude scale should be selected that is enlarged in its dimension from the standpoint of refinement of concepts; also, it should include more sophisticated concepts.
2. An instrument should be employed to measure the skill of verbally dealing with children with a higher degree of sophistication.
3. The volunteers should be coded so that while no specific names are known by the experimenters, there will be matched score sheets to see if the individuals have made changes or if there are consistent patterns.
4. The participants should make judgements after attending the same centers, instead of varied centers. (There is a wide range of variety in quality and purpose in child care centers.)
5. A questionnaire should include the judgement of the interaction between the teachers and children relative to the skill of positive relationships.
6. Weighted scores of Nimnicht's Episode Scale should have only one correct answer for the multiple choice items.

Lillian F. Poe. First, the writer would recommend the following changes relative to the training and services of the volunteers:

1. At least one additional session should be added to the series to permit a more leisurely pace of instruction and a longer period of time for the volunteers to assimilate their newly acquired information. Although these young women were an educated group, they became easily confused by some of the curriculum of the training sessions and remarked that certain concepts were too "theoretical" for them (although the instructors viewed the concepts as quite basic).
2. A different type of evaluation should be used to measure the volunteers' skills and growth. In the short time available for completing the practicum, the writers were unable to find an instrument more appropriate than Nimnicht's. Apparently the toy libraries of the past have been designed for underprivileged mothers and children, while the writers are attempting to broaden the toy library concept as a service available to any interested parties.
3. Measurement should be made of the reception of the volunteers' service by the day care directors. Initial reserve between the two groups seems to have been overcome and the volunteers are being well received.
4. The growth and understanding of the children should be measured. They have registered great interest in the toys and games which are designed to teach. An instrument should be designed to interpret their learnings.

5. The program should be expanded and well publicized in the Central Florida area.

The following recommendations are institutional, designed to evoke change at Florida Technological University:

1. The writer has submitted a prospectus on parent-education to the Coordinator of Research Administration of Florida Technological University. Copies have been sent to several foundations, inquiring as to possible funding.
2. If interest is generated, a proposal will be set forth including the following components: (a) establishment of a toy lending library on the University campus to be developed in conjunction with the proposed campus child care center; (b) six three-hour teaching sessions to train student-parents in the use of educational toys with their young children; (c) provision for a check-out system and a repair program to go keep the toys in excellent condition.
3. Close cooperation should be maintained between the 4-C Toy Lending Library and the proposed Florida Technological University Toy Lending Library so that there can be a constant exchange of information and ideas.
4. The writer has obtained the model set of educational toys packaged by Far West Laboratories so that they might be introduced into the early childhood courses which she teaches (see Session 2, page 10).

A final recommendation is that public libraries could be encouraged to establish toy libraries so that they can lend educational toys in the same manner as books. The writer is going to make such a suggestion to a children's librarian from a local library.

FOOTNOTES

¹Butler, Annie L. "The Child's Right to Quality Day Care", Childhood Education, November 1970, p. 64.

²Ibid., p. 59.

³Ibid., p. 60.

⁴Op. cit., p. 60.

⁵Op. cit., p. 64.

⁶_____, White House Conference on Children, 1970. U. S. Government Printing Office, Washington, D.C. 20402, p. 358.

⁷Ibid., p. 276.

⁸Scarfe, N. V. "Play is Education", Childhood Education, November, 1962, p. 119. Based on address at 1962 ACEI Study Conference.

⁹Erikson, Erik H. Childhood and Society, W. W. Norton & Company, New York, 1950, p. 195.

¹⁰Ibid., p. 226.

¹¹Hawkins, David. "Balancing Basics: The Three Rs Revisited", Childhood Education, February 1974, p. 190.

¹²Rothwell, James. "Perhaps We Were Wrong About Open Education After All", Childhood Education, February 1974, p. 194.

¹³Spodek, Bernard. Teaching in the Early Years, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1972, p. 17.

¹⁴Ibid., p. 206.

¹⁵Ibid.

¹⁶Ibid., p. 199.

¹⁷Ibid., pp. 207 - 208.

¹⁸Skinner, B. F. Science and Human Behavior, The Free Press, New York, 1953, p. 253.

¹⁹Spodek, p. 210.

²⁰Duckworth, Eleanor, "Piaget Takes a Teacher's Look", Learning (October 1973), p. 22. Vol. 2, No. 2. (Interview)

²¹Ibid.

²²Chow, Stanley H. P. and Patricia Elmore. Far West Laboratory for Educational Research and Development, San Francisco, 1973, p. 90.

²³Ibid.

²⁴Far West Laboratory for Educational Research and Development. The Parent/Child Toy Lending Library. U. S. Government Printing Office, Washington, D.C., 1972, p. 1.

²⁵Ibid., Cover of book.

²⁶Ibid., pp. 6-14.

²⁷Zimmerman, L. D. and G. Calovini. "Toys As Learning Materials for Preschool Children." Exceptional Children, Vol. 37, No. 9, May 1971, p. 644.

²⁸The Parent/Child Toy Lending Library, p. 1.

²⁹The Parent/Child Toy Lending Library, pp. 7-14.

REFERENCES

- Butler, Annie L. "The Child's Right to Quality Day Care", Childhood Education, November 1970.
- Chow, Stanley H. P. and Patricia Elmore. Far West Laboratory for Educational Research and Development, San Francisco, 1973.
- Duckworth, Eleanor. "Piaget Takes A Teacher's Look", Learning, Vol. 2, No. 2, October 1973.
- Erikson, Erik H. Childhood and Society, W. W. Norton and Co., New York, 1950.
- Far West Laboratory for Educational Research and Development. The Parent/Child Toy Lending Library. U. S. Government Printing Office, Washington, D.C., 1972.
- Hawkins, David. "Balancing Basics: The Three R's Revisited", Childhood Education, February 1974.
- Rothwell, James. "Perhaps We Were Wrong About Open Education After All", Childhood Education, February 1974.
- Scarfe, N. V. "Play is Education", Childhood Education, November 1962. Based on address at 1962 ACEI Study Conference.
- Skinner, B. F. Science and Human Behavior, The Free Press, New York, 1953.
- Spodek, Bernard. Teaching in the Early Years, Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1972.
- _____, White House Conference on Children, 1970. U. S. Government Printing Office, Washington, D.C.
- Zimmerman, L. D. and G. Calovini. "Toys As Learning Materials for Pre-School Children", Exceptional Children, Vol. 37, No. 9, May 1971.

SOURCES FOR FILM REFERENCES

Primary Education In England. Film can be obtained from: I.D.E.A. Films, P. O. Box 446, Melbourne, Florida 32901. 1970 copyright.

Learning. Film can be obtained from: Ziss-Davis Publishing Company, 1 Park Avenue, New York.

Growing Is Learning. Film can be obtained from: Modern Talking Pictures, Peach Tree Street, Atlanta, Georgia.

Growing, Learning and Growing. Film can be obtained from: Modern Talking Picture Service, Suite 4, 200 "L" Street, N.W., Washington, D.C. 20036.

APPENDICES

Appendix A

Nimmicht's Toy Selection Criteria

From time to time new toys may become available that would help to meet learning goals that parents in your community agree upon. Here is a Toy Selection Criteria form (E) that may be helpful to you.

(E) TOY SELECTION CRITERIA

Minimum Criteria 1-4 Other Criteria 5-10	Toy meets Criterion (+)	Toy does not meet Criterion-Why not? (-)
MINIMUM CRITERIA		
1. Age appropriate (3-4 year old)		
2. Safe, non-toxic paint, no pieces to swallow; no dangerous sharp points (pencil point)		
3. Not easily broken, sturdy, can be dropped and not broken		
4. Toy can teach one concept or one concept at more than one level (depth)		
5. Self correcting; can be played without an adult		
6. Toy can teach different concepts (breadth)		
7. Same or toy can be played with one child		
8. Self-contained - not a lot of pieces to lose		
9. Colorful and exciting to look at		
10. Inexpensive (less than \$5.00)		

Appendix B

Bank Street Model

Design: Developmental Interaction

- A. Rationale - Educational goals for all children, regardless of social class, are the same. Each child has a separate set of past experiences and current needs.
- B. Goals: Not pre-set, evolve through continuous analysis of progress.
 - 1. To develop a learning environment based on the normal work and play activities of children. Such activities provide a variety of sensory and motor experiences to promote development of skills for discovery, mastery, active integration, recognition of relationships, organization, categorization, and problem solving.
 - 2. To develop a reinforcing relationship between teachers and children. Teachers should learn to understand and accept each child's feelings and thoughts, and to foster the growth of a positive self-image, creativity, and initiative in the child.
 - 3. To develop easy communication between parents and teachers. Teachers should understand the home environment, while parents understand the methods and the goals of the school, and both work as partners in the education of the children.
 - 4. To maintain a continuous program of staff development that will enable teachers and aides to guide each child's participation in the learning environment. This program will also help teachers and aides to adapt and develop the learning environment itself to demand of the children more complex thinking and symbolic processes.
 - 5. To develop a sense of teamwork among teachers, parents, ancillary personnel, and children.
- C. Educational Objectives
 - 1. To develop a facility with abstract symbols (numbers and letters).
 - 2. To develop thinking processes.
 - 3. To develop ordering processes such as understanding of variations in sizes and amounts, conditions.
 - 4. To develop a sense of space and time.
 - 5. To develop a sense of change as it occurs in both natural and man-induced forms in the immediate and larger environment.
- D. Content
 - 1. Skills, concepts, attitudes
 - a. Strong sense of self.
 - b. Understanding of ways in which symbols (numbers & letters) are used.

- c. Full relationships with others.
- d. Understanding of differences in amounts and sizes of things in physical world.
- e. Establishment of a basic framework for orientation in time and space.
- f. Understanding of change as it occurs over time through growth and efforts of man.

E. Organization of Curriculum

- 1. No one prescribed method.
- 2. Prescribed material.
- 3. Pre-planned activities to teach specific concepts.

F. Classroom Materials

- 1. Use self-made or appropriate commercial materials.
- 2. Maintain or varied, interesting environment.
- 3. Emphasize sorting; categorizing; likeness - difference.
- 4. Encourage formation of concepts basic to understanding verbal and written symbols.
- 5. Bank Street Readers (for children of poor).
- 6. Early Childhood Discovery Materials - language stimulation.
- 7. Cuisenaire Rods, Katherine Stern materials.
- 8. Assessment mats. being developed.

G. Classroom Activities

- 1. Play is the work of childhood and central to learning.
- 2. Teachers observe and encourage learning situations by supplying children materials and encouragement.
- 3. Reading: Individualization, self-pacing, early success. Words and stories are integral part of day.
charts, labels, children's stories, picture books, variety of basal readers
- 4. Writing: individual chalkboards, large lined paper and pencils.
- 5. Personality Development
 - a. Sense of own power over one's life
 - b. respect for others
 - c. no extrinsic rewards

H. Classroom Organization

1. arrangement
2. rules and structure
3. workshop approach
4. learning centers
5. storage and displays
6. schedule
 - a. sequence, flexibility
 - b. transitions
 - c. individual and small group periods
 - d. recreation

I. Evaluation

1. Direct observation
2. Check lists
3. Skill tests
4. Developmental tasks

J. Representative Lesson

1. No typical lesson
2. One activity should lead into another
3. Making applesauce

K. Parental Involvement/Staff Team

1. Parent education and participation
2. Staff equality: aides, nurses, social workers, psychologists, parent coordinators
3. No compartmentalization - health, home life, nutrition, classroom activities

L. Equipment

1. basic equipment
2. music equipment
3. supplies for wood working; language arts; math; science; cooking; art; sewing; outdoor play; dramatic play
4. audio-visual equipment
5. teacher & child-made materials

M. Cost - \$3,000 per class of 25 to 30 for first year. 00049

WHAT CAN YOU DO WITH A TOY?

Appendix C

Name of toy _____

Description of toy _____

What do YOU feel the child can "learn" when he plays with this toy?

This is the first step in defining an objective. (A toy may be used for many objectives)

Define your objective _____

What are the possible ways of introducing your toy to the child? List.

Will you speak to the child? What will you say?

Relate what you might say. _____

Do you believe it is better to tell a child how the toy is to be played with, or do you observe what the child does, or do you have other approaches?

How will you know when a child has learned what you hoped he would learn? (This knowledge on your part is your evaluation of the mini-lesson)

Were you successful, or must you use a different tack?

Do you feel you "hit" the educational match? _____

Behavior is influenced by the environment.

Look carefully at the room/playground where you are observing the child. Draw a little sketch of the general plan making it as detailed as you feel will assist you.

To observe means to be perceptive.

Write down at least five things you see the child play with during your observation time. If possible, show on your sketch, the area of the room where the child is playing. Use x's for girls, and o's for boys.

Close your eyes for about two minutes. What sounds do you hear most often?

Behavior involves movement.

List the specific movements of various parts of the body.

Arms
Legs
Trunk
Head
Eyes
Hands
Fingers
Feet
Toes

Children like to "practice".

What "activities" do you see the children/child perform more than once?

Specific behavioral skills can be correlated with the level of maturation.

What behaviors are typical for each age group (1,2,3,4,5 year olds)

Appendix E

CABOODLES OF TOYS

At present each Caboodle usually contains the following toys:

1. Zoo Set - 50 plastic jungle animals
2. Sewing Basket - Child Guidance Company
3. Pre-School Lego Set - Child Guidance Company
4. Kitty in the Kegs - Child Guidance Company
5. A kaleidoscope
6. Jumbo Wooden Beads - Playskool Company
7. Learning Tower - Child Guidance Company
8. Telescoping Tower - Child Guidance Company
9. Parquetry Blocks - Playskool Company
10. Shapes Dominoes - Creative Playthings
11. Shapes Sorting Box - Creative Playthings
12. Match Mates - Creative Playthings
13. Mosaic - Creative Playthings
14. 4-Way Blocks - Creative Playthings
15. Number Sorter - Creative Playthings
16. Sewing Boards - Creative Playthings
17. Face Matching - Creative Playthings
18. Play Tiles - Playskool Company
19. Color Cubes - Playskool Company
20. Peg Board with Pegs - Milton Bradley Company

EVALUATION SHEET

Name _____

Team _____

Center _____

Date _____

PLEASE ANSWER THE FOLLOWING QUESTIONS BEFORE RETURNING TO LC HOUSE:

1. How did you feel about the morning?

wonderful _____ good _____ satisfactory _____ frustrated _____ terrible _____

2. How did the children respond?

cooperative _____ self-disciplined _____ chaotic _____

interested _____ bored _____ frustrated _____

3. Was one particular toy outstandingly successful? Yes _____ No _____

If so, which one? _____

4. Was one particular toy a real failure? Yes _____ No _____

If so, which one? _____

5. What was the response of the staff?

pleased _____ cooperative _____ afraid _____

other _____

6. Was there an outstanding event of the morning? Yes _____ No _____

If so, describe _____

7. Did you feel there were discipline problems? Yes _____ No _____

In what way? _____

8. Which filmstrip did you use? _____

Response of children: excellent _____ good _____ confused _____

bored _____

Appendix G

(G-2) WORKSHOP PRE-POST EPISODE INSTRUMENT

Circle: Pre-Training Post-Training

Weighted Values:

Each paragraph describes a situation occurring with a mother and child. Circle the letter next to the response which you think the mother should say or do in this particular situation.

1. A mother has just bought a new toy for her son. She takes it out of the bag, puts it on the kitchen table and calls him to come see it:
 - 1 a. "Sit here, Rory, while I show you how this works."
 - 3 b. "Here's a new toy, Rory, do you want to play with it?"
 - c. "Take this outside and play with it, Rory."
 - 5 d. She says nothing - just shows it to him.
2. Sarah has been playing a "card" game with her mother. At one point, Sarah says she wants to change the game and make up new rules. Her mother says:
 - 5 a. "OK, show me how to play the new way."
 - 3 b. "It's better if you use the rules that go with this game."
 - 1 c. "I don't think you know how to make up new rules for this game."
3. In the game Derek and his mother are playing, Derek must put a block into the triangle-shaped hole. He's trying to put a cube in the hole. His mother:
 - 1 a. says, "No, Derek, try again."
 - 5 b. says nothing, and waits for him to correct himself.
 - 3 c. holds up one of the triangle-shaped blocks next to the hole.
4. Ronnie has just asked her mother to play a game with her. They've been playing for 3 or 4 minutes when Ronnie says she doesn't want to play anymore. Her mother:
 - 3 a. tells her to try and concentrate a little longer.
 - 5 b. says that's OK and puts the toy away.
 - 1 c. asks her why she has given up so easily.

5. Carol is so excited when her mother brings out the new toy that she reaches up and pulls it from her mother's hands, tearing the box and the sheet of instructions in her eagerness. Her mother says:

- 3 a. "Oh Carol, now look what you've done!"
- 5 b. "You were so excited that you forgot to be careful with your new toy!"
- c. "I don't know why I ever spend money on you!"
- 1 d. "That's a fine way to behave!"

6. In order to play this game correctly, the child must be helped by his mother who acts as another "player." Kenneth wants to play with the game alone. His mother:

- 5 a. lets him play with the game a. a.
- 3 b. tells him that he needs another player in order to play or he cannot play the game.
- c. tells him not to be so rude and continues playing with him.
- 1 d. tells him he cannot play the game unless he plays the right way.

7. Parker and his mother are playing with a "Feely Bag" toy. Parker is supposed to figure out what's in the bag by feeling it from the outside. Sneakily, he peeks into the bag. His mother:

- 1 a. says, "No, that's not the way to play the game."
- 5 b. moves the bag away so he can't see into it.
- 3 c. says, "Next time, try it without looking."

8. The toy Robin and her mother are playing with has different colored pieces. Robin is supposed to find a piece the same color as the one her mother holds. Her mother says:

- 3 a. "Find one like this."
- 1 b. "It's your turn."
- 5 c. "Here's a red one. Find another red one."

Note: No one selected
"c" in items one,
five, and six.

9. Mona is supposed to put some colored blocks in order from smallest to largest. Her mother notices that she has put them in the wrong order.

- 1 a. "No, Mona, you've got it wrong this time."
- 5 b. "This block is smaller than this one; find a larger block."
- 3 c. "You're supposed to put the smaller blocks first, then the next larger blocks. Try again."

SEMANTIC DIFFERENTIAL ON ATTITUDE TOWARD CHILD CARE CENTERS

1. good	bad
2. unhappy	happy
3. bright	dingy
4. relaxed	tense
5. friendly	unfriendly
6. depressing	cheerful
7. dangerous	safe
8. roomy	crowded
9. dirty	clean
10. valuable	worthless
11. fragrant	smelly
12. large	small
13. noisy	quiet
14. privileged	deprived
15. superfluous	necessary
16. supervised	uncontrolled
17. costly	reasonable
18. educational	custodial